



New York State Education Department
Office of Special Education
Educational Partnership





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Educational Benefit

**IEP Reflection: Strategies for Improving Education Programs
and Decision Making at the Committee on Special Education
(CSE)**

Developed by the Technical Assistance Partnership for Academics at the University at Albany

12/14/2021



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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Learning Expectations (In Person)

BE RESPONSIBLE

Make yourself comfortable

Take care of your needs (water, food, restroom, etc.)

Action plan to implement what you are learning

Follow through on your action items

BE RESPECTFUL

Turn cell phones off or to vibrate

Listen attentively while others are speaking

Have only the training materials up on your computer/table/phone

BE ENGAGED

Ask what you need to know to understand and contribute

Contribute to the group by sharing relevant information and ideas

Learning Expectations (Virtual)

BE RESPONSIBLE

Take time to test technology in advance

Take care of your needs (breaks, water, food, restroom, etc.)

Action plan to implement what you are learning

Follow through on your action items

BE RESPECTFUL

Find a quiet place to participate

Mute your microphone when not speaking

Listen attentively while others are speaking

Turn video on when speaking

Have only the training materials up on your computer/table/phone

BE ENGAGED

Ask what you need to know to understand and contribute

Contribute to the group by sharing relevant information and ideas

Introductions



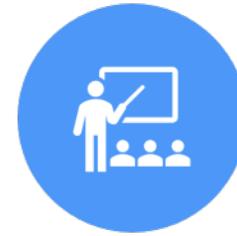
NAME



ROLE



DISTRICT



SCHOOL



POPULATION
SERVED

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Learning Objectives



Participants will:

Learn the historical context around Educational Benefit

Understand what constitutes Educational Benefit

Perform a replicable process for reviewing Individualized Education Programs (IEPs)

Purpose of Training



This content is intended to:

Build awareness that student growth should be reflected across multiple years of IEPs.

Build awareness that throughout the IEP there should be indicators of how the student learns, what their needs are, and the specialized instruction that their disability requires.



IEP is the Cornerstone

Supports a student's participation and progress in the general education curriculum

Ensures a strategic and coordinated approach to address student needs

Guides the provision of specially designed instruction

Identifies how the resources of the school need to be configured to support the student's needs

Provides an important accountability tool

Incrementally prepares the student for adult living

**Rowley and
Andrew F.**

Activity

Read the article, “Defining Educational Benefit.”

Complete the text tagging protocol as you read.

Write your ideas on the Poster board/Janboard.

Share ideas with the whole group.

Text Tagging Protocol Symbols

Activity

Put a star next to items that you found important.

Put a question mark next to items that you found confusing.

Put an exclamation point next to items that you want to explore further

Put a check mark next to items that you already knew.

Critical Concepts



Free and Appropriate Public Education (FAPE)



Board of Education v. Rowley (*Two-Pronged Test*)



Endrew F. v. Douglas County School District (*Educational Benefit Standard*)



Implications of Rowley and Endrew F. Rulings



IEP Team responsibilities

Educational Benefit *and* the IEP

Activity

The IEP identifies present levels, the needs related to the disability and the impact on involvement/progress in the general education curriculum

Measurable postsecondary goals and annual goals that are aligned with needs in present levels of performance

Programs and services are planned to support progress toward goals and participation and progress in general curriculum

Education occurs in the Least Restrictive Environment (LRE)

Transition needs are addressed (ages 15-21)

The IEP is adjusted if progress is not made

Measuring Educational Benefit

Educational Benefit can be measured in a variety of ways:

1. Making progress toward meeting annual goals
2. Achieving passing marks
3. Advancing from grade to grade
4. Improving scores on statewide/district wide assessments and alternate assessment measures
5. Graduating with a regular diploma
6. Passing high school exiting exams such as the Regents exams

Educational Benefit *and* IDEA Expected Outcomes

The Federal Education Department measures the progress of students with disabilities in each state, in several ways including:

- The percent of students with disabilities that graduate with a regular diploma
- Participation and performance of students with disabilities in same state assessment as nondisabled peers
- Education in the LRE
- Post-school outcomes for students with disabilities
- Preschool outcomes for preschool students with disabilities

Questions and Answers



The Educational Benefit Process



Offers a window into district practices regarding strategic planning for students with disabilities.

Educational Benefit Process

Activity

You will need your Educational Benefit Workbook.

Gather 3 consecutive years of IEPs of a student from your building.

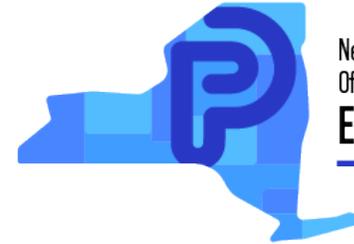
Follow along as the presenter guides you through step-by-step in your workbook.

Determine if Educational Benefit has been made and fill in you action plan.

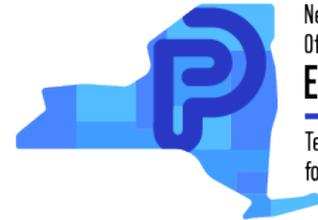
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